



The Parental Role in Supporting Learners With Barriers to Learning in a Secondary School

*Z T Fakude¹, N D Maseko²

¹Master in Education Student, University of Johannesburg, South Africa

²Lecturer: Department of Educational Psychology, University of Johannesburg, South Africa

Article Info

Article history:

Received January 26, 2024

Revised May 14, 2024

Accepted May 15, 2024

Available Online August 31, 2024

Keywords:

Barriers to learning;
Learner support;
Parental role;
Parental involvement;
Secondary School;

ABSTRACT

Parental role in secondary schools is pivotal to support learners with barriers to learning to enhance their academic performance. Research indicates that parental involvement in learners' education decline as learners grow older. Therefore, the study aim was to explore the role of parents in supporting learners with barriers to learning in a secondary school. The research study was set within an interpretivism paradigm and used the qualitative approach. Epstein's model for parental involvement was adopted in the study to explore the parental role in supporting learners with barriers to learning in a secondary school. The model emphasizes the involvement of parents in learners' education in schools. The research is a niche as it covers a gap in secondary school where there is insufficient scholarly exploring parental involvement. Data was collected from purposefully sampled participants including parents of learners with barriers to learning, teachers who are teaching learners with barriers to learning and three learners with barriers to learning, through interviews. The thematic data analysis was used to analyze interviews data and document analysis. The findings from the study indicated that parents are keen to play their role in supporting learners with barriers to learning in a secondary school. However, parents are faced with different challenges that hinder their full engagement in supporting learners with barriers to learning. The study recommends that parents should continuously communicate and engage with school on how they can be assisted in supporting learners with barriers to learning at home. The study also recommends that the school should work hand in hand with parents providing guidance on how learners with barriers to learning should be supported at home.



Check for updates



<https://doi.org/10.46627/silet>

INTRODUCTION

The Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (EWP6) (Department of Education [DoE], 2001) outlines inclusive education and training as a process that aims to ensure equal and quality education for all learners. According to the DoE (2001), equal and quality education for all learners can be attained through creating and demanding an open and flexible education system in which it is possible to remove the obstacles preventing the optimal development of the potential of all learners, including learners with barriers to learning. Cementing above proposition, the National Commission on Special Needs in Education and the Training and National Committee on Education Support Service were appointed by the DoE in 1996 to investigate all issues around the aspects of special needs and support services in education system (DoE, 2001).



One of the recommendations from the committee was the promotion of parental collaboration in mitigating the number of barriers to learning that were experienced by learners in schools (DoE, 2001). The EWP6 further indicated that the future form of schools should be one that acknowledged the central role played by educators and parents; and identified non-recognition and non-involvement of parents as one of the causes of learning needs not being met (DoE, 2001). Hence, the EWP6 policy advocated the involvement of parents of learners with barriers to learning by providing them with information, counselling and skills to support their learners.

Numerous researchers on parental involvement have provided evidence that programs that focus on increasing parental involvement in education have a positive impact on learners, families, and schools' communities (Garbacz, 2017; Jeynes, 2016; Munje & Mncube, 2018; Shahzad et al., 2020). Similarly, Epstein (1997) model stated that parental expectations, school, and family behaviour will affect learners' academic achievement and learning outcomes, respectively. However, the study conducted by Jeynes (2016), indicated that parental involvement declines as learners grow older, and in secondary schools, compared to learners in primary schools. Hence, the objectives of the study were to explore the parental role in supporting learners with barriers to learning in a secondary school. Lara and Saracostti (2019) highlighted that lack of parental involvement in learners' education is another factor that may impact negatively on their academic performance.

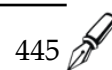
RESEARCH METHOD

The study adopted qualitative research methodology, which gives a holistic approach that involves discovery and the approach, or a system of inquiry seek to build a holistic and largely narrative description to inform the researchers understanding of a social or cultural phenomenon (Creswell, 2018). Qualitative methodology approach takes place in the natural settings of the participant, employing either or a combination of observation, interviews, and document analysis (Creswell, 2022). Therefore, it has allowed the study to draw and develop a level of detail from being highly involved in the actual experiences (Creswell, 2022).

The study adopted case study as research design to explore parental role in supporting learners with barriers to learning in a secondary school (Sileyew, 2020). Since a case study is an intensive, systematic investigation of a single individual, group, community, or some other unit in which the researcher examines in-depth data relating to several variables (Boru, 2018; Creswell, 2018). It is more effective when investigating contemporary phenomena over which the investigator has little or no control (Priya, 2021). Hence, it allows that study to do an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clear and it is well-suited to examine how or why phenomena occur (Boru, 2018).

A case study research design was considered because the study intended to explore and describe how parents have been playing their role in providing support to learners with barriers to learning in a secondary school. The case of a selected secondary school was investigated to understand the phenomenon (Yin, 2017). Therefore, it assisted the study in understanding the phenomenon around parental role in supporting these learners with barriers to learning in a secondary school. Moreover, assisted the study in structuring and planning the entire research in terms of understanding the in-depth knowledge of the phenomenon, focusing on the case of a secondary school under investigation.

Creswell (2022) posits that in general, to understand something about peoples' life in the society such as their values, beliefs, cultural background, and experiences requires taking people that we know and people that we don't know and study them. Which will help in informing and allowing researchers to reach to a common understanding of the phenomena. In qualitative research, studying the whole people which is commonly refer to as a "population" to understand something about them can be time consuming, costly and might render bias findings (Creswell,



2018). Therefore, the concept of sampling needs to be clearly understood in conducting a research study to better understand the phenomena under investigation.

The thin line between the population and sample should be clearly distinguished to understand how the sampling of participants in a research study entail.

Seetharaman (2016), defined sample method as a group of people, objects, or items that are taken from a larger population for measurement, it should be representative of the population to ensure that we can generalize the findings from the research sample to the population. Creswell (2018), simplify the definition of sampling by stating that sampling is a selection of elements from a defined population. Therefore, when conducting research, there are different types of non-probability sampling designs which can be adopted to focus the outcome of the study. These sampling design include quota, accidental, judgmental, expert, purposive and snowball (Obilor, 2023).

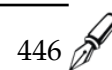
Table 1. Participants' demographics

Names (Pseudonyms)	Age	Gender	Designation
Bheki	45	Male	Parent
Bongi	47	Female	Parent
Thoko	49	Female	Parent
Mpho	16	Female	Learner
Lerato	19	Female	Learner
Dineo	17	Female	Learner
Teacher A1	49	Female	English Teacher
Teacher B2	46	Male	CAT Teacher
Teacher C3	55	Female	L.O Teacher and SBST Member

Each sampling design is used for a different purpose and in different situations based on the researchers needs. Purposive sampling was adopted because it is one of the most effective strategies of sampling where participants are grouped according to the preselected criteria (Creswell, 2018). It is also known as non- probability sampling where researchers rely on their own judgment when selecting participant of the study. The study sampled parents of learners with learning barrier, learners with learning barrier and teachers who interacted with learners with learning barriers as shown in Table 1.

The study used in-depth individual interviews and analysis of documents and texts to collect qualitative data to gain in-depth knowledge of experiences and views on what role parents they have been playing in supporting learners with barriers to learning in a secondary school (Paradis et al., 2016). The individuals' interviews were in the form of semi-structured approach, with a series of open-ended questions based on a research study questions (Creswell, 2022). Teacher's individual interviews were conducted after working hours. Hence according to the South African department of education policy, teachers are not expected to be engaged to any activities during teaching and learning working time. Learner's individual interviews were also conducted after school hours. This was done to not interfere with teaching and learning during the day. The study was using audio recording and journal instruments when conducting interviews and participants were informed of the instruments used (Creswell, 2022).

A thematic analysis was used to analyzed data collected to embraced three categories: description, analysis, and interpretation (Elliott, 2020). Analysis of data was done to search for general statements about the relationships among the themes and present result in a way communicates the most important findings (Akinyode & Khan, 2018). Hence, once qualitative data is collected, analysis and interpretation of it follows and reporting finding is essential (Çelik et al., 2020). Creswell (2014), and Arifin (2018) maintain that data analysis is a general way of bringing order to a massive amount of data collected. Therefore, thematic approach was used because it allowed the study to apply the set of text such as interview transcripts, where the data is closely examined to identify common themes, topics, ideas, and patterns of meaning that come up repeatedly (Delve & Limpaecher, 2020). Hence, the aim was to analyze non- numerical data



and interpret it with the purpose of understanding and discovering a clear meaning of themes from the data.

RESULTS AND DISCUSSION

Results

The result of this study was divided into five themes, namely, the understanding of barrier to learning, barriers to learning experience by learners, parents' role in supporting learners with barriers with learning, challenges experienced by parents in supporting learners with barriers to learning, and strategies to support learners with barriers to learning. Themes are the most interesting patterns from the data collected that capture and answers the research questions.

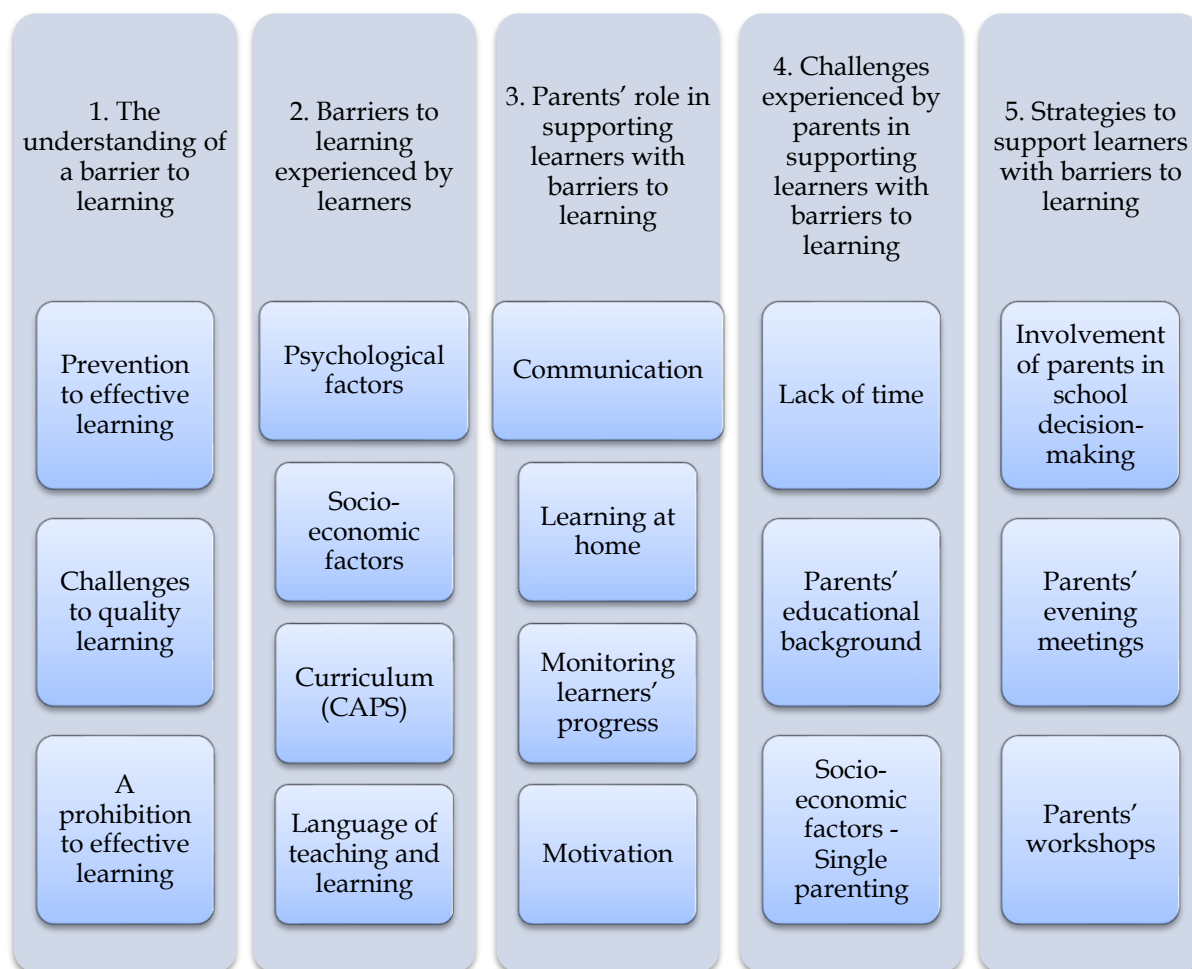


Figure 1. Shows five themes and sub-themes determined using Creswell (2022) approach.

Themes can be captured by the responses that appear repeatedly during interviews (Maguire & Delahunt, 2017). In this study, themes emerged after color coding the text and categorizing the data (Creswell, 2022). The main themes and the sub-themes on the parental role in supporting learners with barriers to learning in the selected secondary school are presented as follows in Figure 1.

Based on Figure 1, shows that there are multi-faced challenges to parental role in supporting learners with barriers to learning. Parents need to be supported to be able to play a critical role in supporting their learners.

1. The understanding of barrier to learning

A barrier to learning in schools could be seen as anything that may hinder a learner from learning effectively during teaching and learning (Garner, 2022). Ineffective learning of a child manifests

where there is a slow progress in their academic performance. Hence, according to Ndinisa (2016), barriers to learning result in a learner not performing as expected in their schoolwork. The findings of this study indicated that participants understood barriers to learning in a secondary school differently. Coded responses and texts that were captured repeatedly indicated that participants understood a barrier to learning as discussed in the following sections.

2. Barriers to learning experience by learners

Literature indicated that schools are characterized by different challenges that causes learners to experience barriers to learning (Malhotra & Dhull, 2017; Unal et. al, 2019). The findings of this study revealed that barriers to learning in a secondary school may be presented by the following factors:

- Psychological factors: the findings of this study reveal that stress, peer pressure and low self-esteem contributed to psychological challenges that causes barriers to learning in a secondary school.
- Socio-economic factors: poverty, unemployment and financial instability of parents was among the factors that cause barriers to learning.
- Curriculum assessment policy statement (CAPS): the result of this study indicates that CAPS does not fully accommodate learners with different needs in the classroom because teachers rush to finish the syllabus. the views above may suggest that CAPS structure prevents effective learning and support for learners with barriers to learning.
- Language of teaching and learning: participants' responses highlighted that using English as the Language of Learning and Teaching has been a barrier to learning in a selected secondary school. Furthermore, participants observed how learners show difficulties when it comes to comprehension especially in examinations and during teaching and learning in a classroom. As a result, learners do not fully comprehend some instructions and concepts which negatively affects their performance.

3. Parents' role in supporting learners with barriers with learning

McDowall and Schaughency (2017) and Baker et al. (2016) described the role of parents in education as a comprehensive term that describes a wide variety of activities ranging from occasional attendance at school functions to intensive programs. Jeynes (2016) described it as activities that are characterized by demonstrable actions like attendance at school events and reading to one's child as well as participating in prescribed activities that the school organizes. The role of parents in education aims to engage and actively involve parents in supporting learners who are experiencing challenges at school (Nisbet, 2019). Therefore, engaging parents and families in learners' education involves persuading them to become partners with the school and listening to what parents think, dream and worry about (McDowall & Schaughency, 2017).

4. Challenges experienced by parents in supporting learners with barriers to learning

Parents are keen to be involved in their children's schoolwork. However, parents are faced with many challenges that hinder their full engagement (Selolo, 2018). Challenges such as poverty, inequalities, unemployment, lack of educational background, single parenting, lack of structure in the home are among the negative factors that hinder successful parental involvement in education (Malhotra & Dhull, 2017; Selolo, 2018).

In this study, lack of time availability, work commitment, educational background of parents and single parenting were highlighted by participants as some of the challenges experienced by parents in supporting learners with barriers to learning in a secondary school.

5. Strategies to support learners with barriers to learning

According to Jaiswal (2017), the meaningful engagement of parents requires effective strategies that can be implemented by the schools to involve parents in supporting learners with learning challenges. Pontz (2019) highlighted that strategies for parental involvement produce positive

outcomes to learners' performance such as to improve academic learning. Therefore, in understanding strategies that can be used by parents to support learners with barriers to learning in a secondary school, participants' responses highlighted the involvement of parents in decision-making, training and workshops and parent's meetings as the strategies that the school could use to involve parents in supporting learners with barriers to learning.

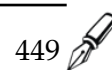
Discussion

In understanding the role that parents can play in supporting learners with barriers to learning in a secondary school, the study revealed that communication between the school and parents was regarded as pivotal (Delgado, 2019). The participants agreed with this perspective. Participants highlighted that it was through parents' communication that the school would know about the challenges that a learner might be experiencing at school. Ndhine (2020) concurred that communication between the school and parents is essential in understanding the barrier to learning that a learner might be experiencing at school. SIAS (DBE, 2020) documented that the school should communicate with parents with the aim of involving them in the process of identifying barriers to learning. Furthermore, to enhance communication, Epstein (1997) suggested that two-way communication between the school and parents could assist parents in playing their role in supporting learners with barriers to learning. However, parents attendance register received from the school revealed that there was a poor attendance of parents at the meetings arranged by the school to communicate with parents how they could play their role in supporting learners with barriers to learning at home.

Learners revealed that lack of communication by parents of learners with barriers to learning with the school was exacerbated by parents shifting their role of being involved in their children's education to teachers. Teachers described this shift of roles as dumping of learners at school for teachers to parent and support them with their schoolwork. These findings concur with the study by Schuele et al. (2017), indicating that parents do not really understand what their role is in supporting learners' education. For some parents, being involved in their children's education means dropping off or picking them up from school (Nisbet, 2019). Therefore, participants highlighted that parents should understand that it is their role to constantly communicate with the school about the challenges they experience when supporting learners at home. According to participants, when parents communicate with the school it creates a strong relationship and assists parents with information on how they can play their role in supporting learners with barriers to learning in a secondary school (Epstein, 1997).

The study also revealed that learners perceive "learning at home" as a role that parents may play in supporting learners with barriers to learning (Roden, 2019). According to learners, when a parent learns with their child at home, parents would be aware of the challenges that a learner might be experiencing, and they can play a role in supporting that learner. Lopez-Aflitto (2022) stated that parents are a child's first teachers, and the home is a child's first classroom. Therefore, parents learning together with their children at home such as helping with homework and helping their children to read would help in supporting learners who are experiencing barriers to learning. Epstein (1997) highlighted that learning together with children at home is one of the strategies that schools could use to assist parents in playing their role in supporting learners' education. However, the study revealed that parents are committed more to their work, which left them without enough time to sit and learn with their children. Lopez-Aflitto (2022) maintained that learning at home with their children is a role that parents should play to support learners with barriers to learning.

The study revealed that the school should assist and guide parents on how to support learners with barriers to learning at home. According to Epstein (1997), parenting skills directed to parents by the school would assist in involving parents to support learners with barriers to learning in a secondary school. In doing so, parents would be left with no choice but to play a role in monitoring their children's progress as a way of supporting learners with barriers to learning. Participants highlighted that parents may play the role of monitoring learners' academic



progress at school by attending subject meetings, checking learners' exercise books and checking the results of formal assessment. Teachers indicated if parents would visit the school to check the progress of their children, this would assist in supporting those learners who are experiencing barriers to learning. The findings from document analysis revealed that the school did arrange meetings where parents of learners with barriers to learning would come and review the progress of their children at school. This was in line with the parental contribution guidelines of the DBE (2017b), stipulating that parents should be supported by the schools in supporting learners with barriers to learning. According to the DBE (2017b), support from parents should include activities like parents monitoring their children's progress at school by checking their work schedules, the child's personal timetable, Annual National Assessment results and the child's report cards.

The study found that parents should play the role of motivating learners with barriers to learning in a secondary school. Lawence and Barathi (2019) indicated that motivation has been noted in literature as a key factor in supporting learners with barriers to learning. Hence, the motivation of learners with barriers to learning will encourage them to perform better academically (Thompson, 2017). Parents' educational background was highlighted as another factor that can motivate learners with barriers to learning in a secondary school. In line with these findings, Davis-Kean et al. (2021) concurred that parents' educational background can go a long way in supporting learners' education in schools.

CONCLUSION

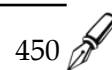
This study recommends a parenting programme that involves structured activities and resources aimed at helping parents develop effective parenting skills and strategies to nurture their children's well-being and development. According to Epstein (1997), these programmes offered at a school level would be an effective strategy that the schools could use to involve parents in supporting learners with their schoolwork. Two-way communication is recommended to assist in supporting the learners who might be experiencing learning barriers in secondary school. Therefore, schools should establish communication channels which can be used by parents and teachers to improve the academic performance of learners with barriers to learning at schools (Osorio-Saez et al, 2021).

This study envisages to assist the curriculum makers in drafting curriculum policies and syllabus that accommodate learners with barriers to learning in a secondary school. Furthermore, this study hopes to add value to the body of knowledge in addressing problems associated with barriers to learning that are experienced by learners in secondary schools by understanding how those learners should be supported at school level as well as at home. Moreover, the school's management body and teachers will also be empowered with information about the importance of continuously involving parents in the teaching and learning process, to limit the impact of barriers to learning on learners' academic performance in secondary schools.

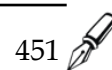
The study was done in one secondary school; therefore, the findings cannot be generalised to other schools in understanding the parental role in supporting learners with barriers to learning. Future studies could be done to further explore and compare the role parents could play in supporting learners with barriers to learning in other secondary schools and bring in the collective stakeholder voices by looking at a problem focused approach with the learners and school, but also looking at possible ways of addressing these barriers.

REFERENCES

- Akinyode, B. F, & Khan, T. H. (2018). Step by step approach for qualitative data analysis. *International Journal of Built Environment and sustainability*, 5(1). <https://doi.org/10.11113/ijbes.v5.n3.267>
- Arifin, S. R. (2018). Ethical considerations in quantitative study. *International Journal of Care Scholars*. <https://doi.org/10.31436/ijcs.v/i2.82>
- Baker, T. L, Wise, J, Kelley, G, & Skiba, R. J. (2016). Identify barriers: Creating solutions to improve family engagement. *School Community Journal*, 26(2) 161–184.



- Boru, T. (2018). Research design and methodology. In *Research Methodology*. University of South Africa. <https://doi.org/10.13140/RG.2.2.21467.62242>
- Çelik, H., Baykal, N. B., & Memur, H. N. (2020). Qualitative data analysis and fundamental principles. *Journal of Qualitative Research in Education*, 8(1).
- Creswell, J. W. (2017). *Research design. Qualitative, quantitative and mixed methods approaches*. SAGE.
- Creswell, J. W. (2022). *Research design. Qualitative and quantitative and mixed methods approaches* (6th ed.). SAGE.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative and mixed methods approaches* (5th ed.). SAGE.
- Davis-Kean, P. E., Tighe, L., & Waters, N. (2021). The role of parent educational attainment in parenting and children's development. *Current Directions in Psychological Science*, 30(2), 186-192. <https://doi.org/10.31234/osf.io/ndmxb>
- Delgado, P. (2019). The importance of parental involvement in teaching. *Institute for the Future of Education*. <https://observatory.tec.mx/edu-news/the-importance-of-parental-involvement-in-teaching>
- Delve, H. L., & Limpaecher, A. (2020). How to do thematic analysis. Essential guide to coding qualitative data. *Delve Tool*. <https://www.delvetool.com/blog/thematicanalysis>
- Department of Basic Education (DoE). (2017). *Quality education for all: Report of the national committee*. Government Printers.
- Department of Basic Education (DoE). (2020). *Policy on screening, identification, assessment and support*. Government Printers.
- Department of Education (DoE). (2001). *Education white paper 6, special needs education: building an inclusive education and training system*. Government Printers.
- Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G., & Simon, B. S. (1997). *School, family, and community partnerships: Your handbook for action*. Corwin Press.
- Garbacz, S. A., Herman, K. C., Thompson, A. M., & Reinke, W. M. (2017). Family engagement in education and intervention: implementation and evaluation to maximize family, school, and student outcomes. *Journal of School Psychology*, 62, 1-10. <https://doi.org/10.1016/j.jsp.2017.04.002>
- Garner, K. (2022). Five learning barriers and how to overcome them. *Bright Classroom Ideas*. <https://brightclassroomideas.com/5-learning-barriers/>
- Jaiswal, S. K. (2017). Role of parental involvement and some strategies that promote parental involvement. *Journal of International Academic Research for Multidisciplinary*, 5(2).
- Jeynes, W. H. (2016). A meta-analysis: The relationship between parental involvement and Latino student outcomes. *Education and Urban Society* 49, 4-28. <https://doi.org/10.1177/0013124516630596>
- Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Secondary Developmental Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01464>
- Lawrence, A., & Barathi, C. (2019). Parental encouragement in relation to academic achievement of higher secondary school students. *Educational Psychology*.
- Lopez-Aflitto, W. (2022). Keep calm learning is on: Tips and resources for parents to support learning at home. *Edmodo*. <https://go.edmodo.com/tips-and-resources-for-parents-to-support-learning-at-home/>
- Malhotra, M., & Dhull, P. (2017). Parent involvement and education of the child. *ZENITH International Journal of Multidisciplinary Research*, 7(1), 139-147.
- McDowall, P. S., & Schaughency, E. (2017). Elementary school-parent engagements: Relations with education perceptions and school characteristics. *Journal of Educational Research*, 110(4), 348-365. <https://doi.org/10.1080/00220671.2015.1103687>
- Munje, P. N., & Mncube, V. (2018). The lack of parent involvement as hindrance in selected public primary schools in South Africa: The voices of educators. *Perspectives in Education*, 36(1), 80-93. <https://doi.org/10.18820/2519593X/pie.v36i1.6>



- Ndhine, F. (2020). Roles of parents in their child's education during COVID-19 and thereafter. *Novapioneer*. <https://www.novapioneer.com/kenya/blog/roles-of-parents-in-their-childs-education-during-covid-19-and-thereafter/>
- Ndinisa, S. (2016). *Supporting learners who experience barriers to learning: A case study of a full-service school at Umlazi District* [Master's dissertation, University of KwaZulu-Natal]. <https://researchspace.ukzn.ac.za/xmlui/handle/10413/15392>
- Nisbet, J. (2019, November 7). Parental involvement in education [+10 secrets for success]. *Prodigy*. <http://www.prodigygame.com/blog/parental-involvement-in-education/>
- Obilor, E. I. (2023). Convenience and purposive sampling techniques: Are they the same. *International Journal of Innovative Social & Science Education Research*, 11(1), 1-7.
- Osorio-Saez, E. M., Eryilmaz, Z., & Sandoval-Iternandez, A. (2021). Parents' acceptance of educational technology: Lesson from around the world. *Journal of Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.719430>
- Paradis, E., O'Brien, B., Nimmon, L., Bandisa, G., & Martmianakis, M. A. (2016). Design: Selection of data collection methods. *Journal of Graduate Medical Education*, 8(2), 263-264. <https://doi.org/10.4300/JGME-D-16-00098.1>
- Pontz, E. (2019). 11 ways parents can get involved in schools. *Center for Parents and Teens*. <https://parentandteen.com/school-involvement/>
- Priya, A. (2021). Case study methodology of qualitative research: Key attributes and navigating the conundrums in its application. *Sociological Bulletin*, 70(1), 94-110. <https://doi.org/10.1177/0038022920970318>
- Roden, E. (2019, October 24). 5 Ways to support children's development at home. *Teaching Strategies*. <https://teachingstrategies.com/blog/5-ways-involve-parents-support-student-learning-home/>
- Selolo, R. E. (2018). *Factors influencing parent involvement in the education of their children at primary school level in Bahananwa Circuit in Blouberg Municipality Limpopo* [Master's dissertation, University of Limpopo]. <https://www.hdl.handle.net/10386/2287>
- Shahzad, M., Abdullah, F., Fatima, S., Riaz, F., & Mehmood, S. (2020). Impact of parental support on academic performance among secondary school student in Islamabad. *The Explorer Islamabad: Journal of Social Science*, 1(7), 228-231.
- Thompson, D. C. (2017). *Parental workshops and student academic success* [Doctoral dissertation, Concordia University]. https://digitalcommons.csp.edu/cup_commons_grad_edd/131/
- Unal, A., Unal, Z., & Sampson, M. (2019). Preservice and Inservice teachers' beliefs about parental involvement and their selection of parental involvement strategies. In J. T. Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 1072-1078). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE).
-

Author (s):

Zinhle Thobeka Fakude
Master Student, Faculty of Education,
University of Johannesburg, South Africa
Email: zinhle.fakude@yahoo.com

Nonhlanhla Desiree Maseko
Lecturer: Department of Educational Psychology
University of Johannesburg, South Africa
Email: nonhlanhla@uj.ac.za
